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Educational Writings

I. A SURVEY OF RECENT BOOKS IN SECONDARY SCHOOL ENGLISH

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A. ANTHOLOGIES

During the past twelve months, September, 1918 to September, 1919,¹ there have appeared six anthologies of English and of American literature significant for teachers of high-school English. Notable among these is Greenlaw and Hanford's *The Great Tradition*.² Three distinctive features characterize this anthology of English literature. The first is that the old academic distinction between the writings of Englishmen and the writings of Americans is discarded; all are included in one representative literature of English-speaking people on both sides of the Atlantic. A second feature, as the title indicates, is the stressing through literature of the two supplementary principles of Anglo-Saxon civilization, freedom of the individual and respect for constitutional authority: liberty under the law. The book is distinctly planned to bring an enlivened interest and a clearer interpretation of what Democracy means. The third feature has even greater meaning for all teachers of English, who, favoring a far broader scope for the study of their subject than the mere literary analysis of masterpieces, are more and more stressing the content of literature as it reveals and interprets the life of the Anglo-Saxon race. Beginning with "The Renaissance," ending with "The Crisis of Democracy," the book presents not alone *literary history* in the narrower sense. Selections are shown as landmarks in the march of the Anglo-Saxon mind from the beginning of the modern period in the fifteenth century down to Woodrow Wilson's address at the Tomb of Washington.

The authors apparently intend the book primarily for college classes; indeed its cost probably precludes its use except for reference in high-school

¹ For review of books 1917-18 see *School Review*, XXVI, October 1918, 621.

² EDWIN GREENLAW and JAMES HOLLY HANFORD, *The Great Tradition*. Chicago: Scott, Foresman & Co., 1919. Pp. xii + 679. \$2.25.

classes. However, neither the selections nor the method of treatment are inappropriate for the upper grades of the high school or for junior-college classes.

Another well-known collection for junior-college classes has been revised and brought down to date. *Century Readings for a Course in English Literature*¹ has added sixty pages of literature from the late Victorian Period and from the Great War. The fact that this volume has been reprinted on the average of twice a year since its first edition in 1910 testifies to its usefulness and popularity.

The Great Tradition, then, is especially suggestive to teachers who desire to carry out in their upper high-school and junior-college classes the injunction of the National Committee on the Reorganization of English when they recommend less emphasis upon style and greater stress upon content.² Moreover, for exactly the same reason junior high-school departments will welcome the first volume of a three-volume series entitled *Junior High-School Literature*.³ Two other volumes are in the course of preparation. Titles of the four main divisions of Book I indicate how the authors have grouped their materials, avoiding any distinction between the English and American branches. Part I, "Stories and Poems of Nature," includes four classifications: Animals, Birds, Flowers and Trees, and Winter; Part II, "Adventures New and Old," includes The Days of Chivalry, Narratives in Verse, Stories of the Sea, and Tales from Shakespeare; Part III is "Ideals and Heroes of Freedom;" Part IV, "Literature and Life in the Homeland." In all, the authors present 600 pages, in excellent type, upon excellent paper, of prose and poetry well within the comprehension of seventh-grade pupils. So far as possible the authors endeavor to instill the love of good reading through the content rather than through literary values. Such a praiseworthy endeavor can receive only commendation. In the case of a junior high-school book, however, the comment might be pertinent that no provision whatever seems to be made for training in silent assimilative reading. We are given only a partial breaking away from the domination of purely literary study. In Book I American authors greatly outnumber the British and are represented by very many of the selections familiar in upper-grade curricula.

The year has produced for junior high schools another anthology whose 600 pages are divided about equally between English and American authors,

¹ J. W. CUNLIFFE, J. F. A. PYRE, and KARL YOUNG, *Century Readings for a Course in English Literature*. New York: The Century Co., 1919. Pp. 1,024.

² *Reorganization of English in Secondary Schools*. Bulletin, 1917, No. 2, Department of the Interior. Pp. 46.

³ WILLIAM H. ELSON and CHRISTINE M. KECK, *Junior High-School English*. Chicago: Scott, Foresman & Co., 1910. Pp. 607. \$1.00.

Field's *Readings from English and American Literature*.¹ The purpose is "to meet the demands of teachers of English in high schools that pupils shall come to them equipped, first with a speaking acquaintance with the world's famous writers, and, second, with sufficient understanding and appreciation of literature to discuss selections with intelligence and enjoyment." This is a high aim and a worthy purpose. But in spite of the fact that Mr. Field tells the story of Chaucer and Spencer and Milton in delightfully simple and direct form, and follows each with selections that the children can understand, the present writer cannot approve of the principle involved: teaching the history of literature to seventh- and eighth-grade pupils. And why English literature for seventh- and American for eighth-graders? Senior high-school teachers would far more wisely demand that the junior high school teach pupils economical and efficient methods of reading, of getting from the printed page the content of easily read expository and narrative prose. Moreover, the selections to be suitable at all need in Mr. Field's volume to be very fragmentary indeed. It is true that all of the great names in our history appear, but to children of 12, 13, 14 years of age they can be little more than a string of names. If one grants the correctness of the aim, as many do, as the majority of curriculum makers do, Mr. Field's book ranks very high indeed. At the close of each section the author gives an extended list of questions, many of which are thought-provoking.

Professor Payne's admirable little anthology which was called in its 1917 edition *American Literary Readings* has appeared under a new title, *Selections from American Literature*.² The selections follow the same sequence of authors as in the first edition beginning with Irving and extending to Moody. Certain of the less important selections of the first volume are omitted; a few new selections are added. Forty pages or more have been added to the notes. Pictures of authors are omitted in the new edition as well as the outline of American literature which appeared in the earlier edition as an appendix. The cheapness of the book will make it available in many schools for which more expensive volumes are out of the question.

In the introductory note of his volume, *Century Readings for a Course in American Literature*,³ Pattee indicates the reason why the number of our anthologies is rapidly increasing. He insists that classes of all grades must study literature itself rather than study *about* literature. Moreover, like

¹ WALTER TAYLOR FIELD, *Readings from English and American Literature*. Boston: Ginn & Co., 1919. Pp. x+593.

² LEONIDAS WARREN PAYNE, *Selections from American Literature*. Chicago: Rand McNally & Co., 1919. Pp. xiv+636. \$1.45.

³ FRED LEWIS PATTEE, *Century Readings for a Course in American Literature*. New York: The Century Co., 1919. Pp. xvi+890.

several of his contemporary compilers, Pattee asserts that he has done far more than make a handbook of American literary art; he has made "a handbook in Americanism and an interpretation of the American spirit by those who have been our spiritual leaders and our voices." The book of 900 pages with 40 pages of notes follows the chronological order of authorship, wisely beginning with Franklin's Autobiography, passing quickly to the major figures of Irving, Cooper, and Bryant, and ending with selections from O. Henry. Four major periods are distinguished—The Period of Beginnings, The New England Period, Period of Transition, and The National Period. This anthology is unusual in one respect: quite a number of names appear, like those of Royall Taylor, Alexander Wilson, and William Wirt, which do not usually break into the select circle of a school anthology. The best of American short story is illustrated by the presentation of examples from each decade following Irving. The volume is neat and attractive and does not appear heavy or bulky in spite of its 900 pages. Condensed biographical notes precede the selections of each author.

B. CLASS BOOKS OF VERSE AND PROSE

It was inevitable, and indeed highly appropriate, that the last year as the year before should produce a number of books for class use, the burden of whose content is nationalism, patriotism, civic ideals, and duty. This fact may be welcomed as further evidence that secondary-school English instruction is rapidly assuming a function far wider than mere drill in literary forms and a somewhat vain endeavor to teach appreciation of masterpieces of literature beyond the comprehension of young people. Among these books of wider meaning is one called *Verse for Patriots*,¹ a volume of 350 pages, the size of which is its chief shortcoming. Three hundred and fifty pages of poetry, even if they teem with vital concrete matters of daily import, may terrify high-school pupils who at best shy away from poetry in any form. Ten chapters are entitled "The 'Last' War," "The Call," "Heroes," "On Land and Sea," "Dying for One's Country," "National Hymns and War Songs," "Home and Country," "The Flag and Freedom," "Peace After War," "The True Patriot." Of the 250 poets whose verses are quoted, scores are unknown to the average reader, and certainly unique in a school "classic." The compilers have diligently searched the current magazines of recent years and have culled out a body of verse, which, if hardly worthy to be compared with literary masterpieces also included in the volume, is in mean-

¹ JEAN BROADHURST and CLARA LAWTON RHODES (editors), *Verse for Patriots, To Encourage Good Citizenship*. Philadelphia: J. B. Lippincott Co., 1919. Pp. xi+367. \$1.12.

ing and content well adapted to high-school pupils, and able to make them recognize that literature is a living reality, being produced daily all around them. Berton Braley and Longfellow, Robert Chalmers and Emerson, Grantland Rice and Tennyson—they are all there—250 poets and near poets, all singing of America's larger patriotism.

*Representative American Poetry*¹ is a 1919 addition to Merrill's English Texts, than which in form and size and attractive appearance there are none better adapted to high-school work. The collection is small, only 150 pages; it deliberately omits almost all the authors "great in story," being intended as the editor says to be "human," not "classical." Patriotic setting is apparently the index of choice used by the editor. The volume is designed for ninth-grade classes.

Five "classics," composed largely of patriotic prose but including also some poetry, appear under the titles *American Patriotism*,² *Builders of Democracy*,³ *Washington to Wilson*,⁴ *Bryce on American Democracy*,⁵ and *America and Britain*.⁶ The first has 200 pages of prose considerably more than half of which is of the past five years, with a setting of 75 pages from Patrick Henry to Daniel Webster; 60 pages of patriotic verse close the text. It is inevitable that this and similar collections contain many items that are mere fragments. Professor Greenlaw has brought reading matter together in the second of these volumes intended to serve as "propaganda for good citizenship." The three grand divisions of the volume are The Call to the Colors, The Builders and Their work, and Soldiers of Freedom. The central purpose is "to give to boys and girls a clear idea of the relationship between England and America as the joint founders of free government." The editor reiterates in his preface the same broad and enlightening grasp of THE NEW TEACHING OF ENGLISH that he voices in his epoch-making introduction to *The Great Tradition*.⁷ In *American Democracy* Mr. Finley has put his name to, and has written an introduction for, a volume of great merit, most of the text of which was edited and prepared by other workers. It is designed to

¹ E. B. RICHARDS (editor), *Representative American Poetry*. New York: Charles E. Merrill Co., 1919. Pp. 158.

² J. MADISON GATHANY (editor), *American Patriotism in Prose and Verse*. New York: Macmillan, 1919. Pp. x+304.

³ EDWIN GREENLAW (editor), *Builders of Democracy*. Chicago: Scott, Foresman & Co., 1918. Pp. xii+358.

⁴ JOHN H. FINLEY (editor), *American Democracy from Washington to Wilson*. New York: Macmillan, 1919. Pp. xxii+388.

⁵ MAURICE G. FULTON (editor), *Bryce on American Democracy*. New York: Macmillan, 1919. Pp. xxii+388.

⁶ H. H. POWERS, *America and Britain*. New York: Macmillan, 1919. Pp. iv+76.

⁷ EDWIN GREENLAW and JAMES HOLLY HANFORD, *The Great Tradition*. Chicago: Scott, Foresman & Co., 1919. Pp. xii+679. \$2.25.

prove that Washington, Webster, Lincoln, Roosevelt, and Wilson have all enumerated the same principles. The book devotes 100 pages to the speeches of the first four men, 160 pages to President Wilson's speeches, and 75 pages to excellent notes, including somewhat superfluous summaries of the lives of the five men.

Bryce on American Democracy, containing selected chapters from *The American Commonwealth* and one lecture from *The Hindrances to Good Citizenship*, also purports to be useful "in the new emphasis the schools are giving to democratic ideals and broader conceptions of national life." Bryce is fairly heavy reading for high-school pupils, but senior and junior classes may well substitute the selections for still more difficult readings like Milton's *Minor Poems*. Mr. Fulton gives the setting in which *The American Commonwealth* fits in a terse introduction, and accompanies each section with careful historical and interpretative notes in appendices.

Of an entirely different order is the fifth little book, *America and Britain*. Indeed, it is not primarily intended for high-school classes. In simple, terse, expository style Mr. Powers lays before his readers the historical relations between America and the mother country. "The story of Anglo-American relations is not an idyll . . . of mutual chivalry. It is the record of two very human peoples" who have on the whole been growing closer in mutual understanding and common ideals. The book is well worth the attention of teachers who desire to correlate English and history.

Quite in accord with the general purpose of the five books just considered are the class books which present in new form the old friends *The Speech on Conciliation*¹ and the *Making of an American*.² The former includes several other speeches by Burke, Pitt, and Fox. The Macmillan Pocket Classics have been supplemented by three novels.³ The Lake Classics have been increased to include two volumes of short stories and one called *One Hundred Narrative Poems*.⁴ The Riverside Literature Series has added Miss Peabody's *The Piper*.⁵

¹ C. H. WARD (editor), *Speech on Conciliation with America*. Chicago: Scott, Foresman & Co., 1919. Pp. 319.

² JACOB A. RIIS, *The Making of an American*. New York: Macmillan, 1919. Pp. xi+284.

³ SCOTT'S *Guy Mannering*, Eva Warner Case (editor). Pp. xxxvii+499.

CURTIS' *Prue and I*, Vincent V. Brecht (editor).

KINGSLEY'S *Westward Ho*, Sterling A. Leonard (editor). New York: Macmillan, 1919. Pp. x+483.

⁴ HARRY C. SCHWEIKERT (editor), *French Short Stories and Russian Short Stories*. Pp. 319 and pp. 450.

GEORGE E. TETER (editor), *One Hundred Narrative Poems*. Chicago: Scott, Foresman & Co., 1919. Pp. 436.

⁵ JOSEPHINE PRESTON PEABODY, *The Piper*. Boston: Houghton Mifflin Co., 1919. Pp. 212.

C. HISTORIES OF LITERATURE

The only new book in this field which has come to the attention of the *School Review* is Payne's *History of American Literature*,¹ a companion volume for the same author's *Selections from American Literature* noted above.² No doubt the author of this history would be one of the first to admit that America produced no real literature before Freneau and Franklin; indeed, his anthology opens with Washington Irving. If this be true why should the heads of our pupils be filled with the names of a few score of obscure *Stracheys* and *Sandys* and *Byrds*, especially since the text can contain only paragraph examples from their writings, and often none at all? However, in this regard the present author has been compelled to yield to the historian's demand for beginnings and completeness, as every other writer has been compelled to do, and perhaps ever will be. Mr. Payne's discussion of the lives of authors is clear; his facts are judiciously selected in the main, although the cause of Irving's bachelorhood and a few similar superfluities are in evidence. George Ade's satire is in point. Speaking of a woman's club Ade says, "After the club had been running a few months it was beginning to be strong on quotations and dates. The members knew that Mrs. Browning was the wife of Mr. Browning, that Milton had trouble with his eyes, and that Lord Byron wasn't all that he should have been, to say the least." So often our high-school pupils. However, granting that we should not find fault with procedures we cannot improve, and granting that no one would expect a historian to disregard universal practice, we must admit that the present author has added another respectable volume to our histories. The text is refreshing with its 47 illustrations and the pleasing spirit of Mr. Payne's interpretation. Why should such a volume omit an index?

A revised edition of Brander Mathews' *American Literature*³ presents in compact form, in the author's attractive style, a running fire of facts and interpretation concerning eighteen of the literary lights of America. A very brief introductory chapter covers a discussion of the colonial period, and another chapter called "Other Writers" at the end of the book also disposes of our minor authors. This book remains one of the very best. Illustrations abound, not the least interesting of which are numerous pages of facsimiles of handwriting of famous men. Another revised edition, Hinchman's *English*

¹ LEONIDAS WARREN PAYNE, *History of American Literature*. Chicago: Rand McNally & Co., 1919. Pp. x+376.

² See p. 635.

³ BRANDER MATHEWS, *An Introduction to the Study of American Literature*. New York: American Book Co., 1919. Pp. 268. \$1.20.

*and American Literature*¹ appeared late in 1918. The author lives up to his promises, namely to fasten the attention of pupils upon men and what they did rather than upon standardized opinions about their literary art, and to give attention only to those whose works high-school pupils are likely to read. This volume of 525 pages exclusive of the index is distinctly adapted for high-school seniors.

A fourth book which falls within the category of histories of literature is positively unique. Professor T. E. Rankin, of the University of Michigan, has catalogued contemporary American authors of the United States and of Canada,² and has given salient facts about each. One hundred and forty Americans are named, writers of prose and of poetry. Teachers of high-school classes certainly ought to have Mr. Rankin's work as a desk book, although it is hardly suited for a class book.

D. TEXTBOOKS IN COMPOSITION AND GRAMMAR

The Briggs and McKinney *First Book of Composition* is now followed by its complement,³ intended for the third and fourth years. As their elementary book was one of the first to substitute units like Attention and Interest for purely rhetorical and grammatical units, so their second book removes the subject of oral and written composition from the realm of the purely academic. Major units of the new book are Explanation, Argument and Debate, Journalism, the Short Story, Letter Writing, and a final chapter called "Some Rhetorical Principles." Argument is "taught through advertising, salesmanship, and circular letters," say the authors, and the other forms of discourse, too often receiving undue emphasis as purely rhetorical matters, are here connected in practice and in *use* through activities close to the lives of the students. This is a high-grade laboratory book, which will furnish abundant materials for the one or possibly two days or week which are usually employed in composition during the last two years.

At least one of the chapters is badly balanced. Chapter ii devotes 17 pages to argument and 50 pages to debate. Naturally the authors have examined the dozen or so textbooks of the last decade in this subject, all of which are adaptations of George P. Baker's work. Why, then, did they fail to see that common-sense and common practice give the larger portion of

¹ WALTER S. HINCHMAN, *A History of English and American Literature*. New York: The Century Co., 1919. Pp. xii + 519. \$1.52.

² T. E. RANKIN, *American Authorship of the Present Day (Since 1890)*. Ann Arbor, Michigan: George Wahr, 1918. Pp. 121.

³ THOMAS H. BRIGGS and ISABEL MCKINNEY, *A Second Book of Composition*. Boston: Ginn & Co., 1919. Pp. xi + 513.

time to argument, recognizing debate as merely an application of the principles? In one form or another they do include all of Mr. Baker's principles of good argument in the portion of the chapter which deals with debating. Withal, Briggs and McKinney are so courageous in their innovations and their books are so little open to the insinuation, that there may be permitted here one vain wish: that writers of textbooks, in composition at least, should be prohibited by law from ever examining the content of similar books.

Very attractive in binding, form, printing, illustrations, and general appearance is the second book in the category of compositions.¹ Mr. Crawford has not intended to prepare an elaborate treatise on composition; he has merely tried to prepare an easy introduction to the study of English, divided into 30 chapters, one for each school week, each subdivided into daily lessons. In short, the plan of the book, as well as the mingling of composition, literary selections, grammar, penmanship, dictation, and the rest, all indicate that Mr. Crawford would carry over into the lower grades of the high school methods of treatment which Elson, Spaulding, Pearson, Driggs, Potter, and the rest apply to their upper-grade texts. In one respect at least *The Study of English* takes first rank among its contemporaries: it is constantly endeavoring to stay a little below the maximum assimilative and constructive capacities of its children. This volume comes closer to being a good junior high text than any the present reviewer has seen. Mr. Crawford is apparently a reverent admirer of Rollo Walter Brown's advice to the effect that our schools should teach American children to write as French schools teach their children to write. Strange that those whose business it is to teach children to think seldom question the false analogy based upon Brown's admirable exposition of French practice. The result of Mr. Gordon's devotion is felt in a somewhat over-attention to language drill. The main unit of almost every month is a conventional language or rhetorical topic like sentence, verbs, description, etc.

Five short chapters under the heading Introductory Work constitute Part I of the new Holt composition text, *The Writing of English*.² These chapters, "Writing and Reading," "Reading Aloud," "Use of the Library," "Use of the Dictionary," and "Good Form," consist of the authors' direct advice to the learners. They smack of oral talks which English Zero (college freshmen below English I level) teachers appropriately give their pupils. Part II, "Technique," includes the chapters: "The Sentence," "The

¹ DOUGLAS GORDON CRAWFORD, *The Study of English*. New York: Macmillan, 1919. Pp. xx+338. \$1.20.

² JOHN MATTHEWS MANLY and EDITH RICKERT, *The Writing of English*. New York: Henry Holt & Co., 1919. Pp. 509.

Paragraph," "Purpose in Writing," "Narration," "Description," "Exposition," "Argument," "The Values of Words," "Imagination." Part III, "Practice," includes nine chapters, of which "Newspaper Work," "The Short Story," "The Short Paper" are most prominent. An 80-page appendix contains one section which alone is worth to teachers of English many times the price of the book. Under "Sentence Faults" are listed and illustrated 100 items. Every teacher who believes that the chief function in the purely technical phases of her work is to impart a "sentence-control" should own this book.

Book II of Brubacher's *High-School English*¹ appears this year in revised form, the chief feature of which is greatly increased stress upon oral composition which has come to the fore since 1912, the date of the first edition. A very good chapter on Oral Expression has been added; oral assignments are scattered throughout the other parts. An unusual note in books of this category is the chapter on Criticism which endeavors to "give the pupil the necessary tools for thoughtful, enjoyable reading." This book is delightful in appearance, and avoids the bulky, heavy, confused, and confusing appearance unfortunately given by many language books.

Why should this book be called *Vocational English*, A Textbook for Commercial and Technical Schools,² is the question one asks upon examining the contents of the text so named? The writers have sensibly concluded that vocational English like all English is a matter of the combination of good substance and of good form. Moreover, they have faced squarely the fact that of all people who ought to be given thorough and persistent drill in good form, students who aim at vocations are most in need. Therefore, Part I is a thorough grounding in principles of correct English; Part II includes the major units Composition, Letters, Advertising. The fact that vocational pupils inevitably must be thoroughly grounded in good form justifies the authors in a plan of organization in their text which would be objectionable for other high-school classes. In the hands of an unimaginative teacher the result of the organization might be a half-year of learning and drill and a half-year of practice, while in very truth the two aspects of the work must go hand in hand.

Companion to the section on Sentence Faults in Manly and Rickert, is the excellent chapter xvi of Bowlin and Marsh, "Types of Errors in High-School Themes." One asks: Why not "Types of Errors in Vocational Writing?" An equally good chapter is xxi, "Mistakes in the Language of Letters."

¹ A. R. BRUBACKER and DOROTHY E. SNYDER, *High School English. Book II.* New York: Charles E. Merrill Co., 1919. Pp. 373.

² WILLIAM R. BOWLIN and GEORGE L. MARSH, *Vocational English.* Chicago: Scott, Foresman & Co., 1918. Pp. 396.

Appendices contain a glossary of technical language terms and a startlingly long list of abbreviations useful presumably for pupils in stenography, type-writing, and other forms of commercial English.

*Graded Sentences for Analysis*¹ contains 1,200 sentences for analysis or diagramming which can be used with any standard grammar; the sentences are selected from standard literature and are systematically graded for class use.

*Practical Exercises in English*² is intended primarily for the upper grades and junior high school. It might, however, be used to excellent advantage for laboratory review work in the ninth or tenth grades.

A seventh- or eighth-grade language manual of an unusual type is presented in Mathes' *Composition and Grammar*.³ A workshop, not primarily a recitation room, will be the room in which a class is busy with this text. The inductive study of language principles, abundant laboratory exercises in the form of games and topical oral and written exercises, correlation of both reading and writing with other school subjects—these are some of the more unusual features. Twenty English Club meetings, one a fortnight, are planned in the body of the text. Concerning another 1919 textbook in grammar,⁴ the comment might be made that it furnishes an over-dose for any junior high-school year, except in states which by law require grammar for a year. The class using this book would consume five class periods a week for the entire year—too much grammar, at the expense of other training no less valuable. The order and sequence of grammatical topics beginning with the sentence and the function of words in a sentence is correct; newer nomenclature is followed. Abundant exercises are provided in the text. The author apparently does not agree that sentences for drill like "Here is (are) your spectacles" might well disappear in favor of less nonsensical content. Think of a book with some thousands of sentences like this: "We bought five dozen (dozens) of eggs today."

E. TEACHERS' HELPS

E. H. Webster has prepared for use in connection with his 1916 text, *English for Business*, a Teacher's Manual,⁵ an 88-page paper-covered pamphlet which contains for each chapter of the text a chapter of running com-

¹ MARY B. ROSSMAN and MARY W. MILLS, *Graded Sentences for Analysis*. New York: Lloyd Adams Noble, 1919. Pp. 77. \$0.40.

² ROY DAVIS, *Practical Exercises in English*. Boston: Ginn & Co., 1919. Pp. 104.

³ CHARLES HODGE MATHES, *Composition and Grammar*. Chattanooga: National Book Co., 1919. Pp. iv + 248.

⁴ DAVID SINCLAIR BURLESON, *Practical English Grammar*. Chattanooga: National Book Co., 1919. Pp. v + 310.

⁵ EDWARD H. WEBSTER, *Teacher's Manual: English for Business*. New York: Newson & Co., 1919. Pp. 88.

ments, suggestions for teaching, supplementary laboratory activities, and questions. This should furnish material help for teachers using Webster's text.

Perhaps not appropriately classified under Teachers' Helps is the new Winston dictionary,¹ well suited for individual or class use in high-school grades. Several features distinguish this work from others of its class. First, the words themselves are printed in large type (8 point) making a word sought for easily located on a page. Second, definitions are expressed in simple words. Third, there is a wealth of illustrative sentences and phrases unusual in so small a dictionary. Two lines on the bottom of each page contain a Key to Pronunciation, involving a seemingly useless repetition. This dictionary in external appearance, size, workmanship, paper, and binding appears to be a very high-grade book.

William Leavitt Stoddard has endeavored to show in his little volume, *Everyday English Writing*² that every boy or girl can master the elements of good English. The book may be used as a teacher's text, or may be put directly into the hands of the pupils in the grammar grades. The first half, including chapters on Sentences, Paragraphs, and Whole Compositions, would be invaluable for the younger pupils, while the chapters on Grammar, Punctuation, and Letter-writing would be better grasped by seventh- or eighth-grade pupils. The chapter on Accuracy is undoubtedly the best. Here neatness, correct spelling, capitalization, in short, accuracy in the "small things," are all discussed and examples are freely used. The "reading side" of writing is emphasized, and references are made to Barrie, Mark Twain, Kipling, Walt Whitman, Poe, Shakespeare, and the *Atlantic Monthly*. For a discerning older student, or for a class of younger pupils under direct guidance, Stoddard's text would be well worth while.

Margaret Gray Blanton and Smiley Blanton have published a book called *Speech Training for Children*,³ the hygiene of speech, which is probably more appropriate for progressive parents than for children or teachers. Yet, as Blanton suggests, some parents do not evince any interest in a backward child, and in that case this text may meet the needs of a teacher, especially of primary grades. The chapter, "Unhealthy Types of Speech Reaction," includes stuttering and conditions related to it, the monotonous voice, lisping, and indistinct speech. Part I is concluded with a chapter on

¹ WILLIAM D. LEWIS and EDGAR A. SINGER (editors), *The Winston Simplified Dictionary*. Philadelphia: The John C. Winston Co., 1919. Pp. xxii + 820.

² WILLIAM LEAVITT STODDARD, *Everyday English Writing*. New York: Macmillan, 1919. Pp. vii + 130.

³ MARGARET G. BLANTON and SMILEY BLANTON, *Speech Training for Children*. New York: The Century Co., 1919. Pp. xv + 261.

extra school activities, discouraging social duties, platform reading, home study, piano practice, and even athletics, pursued intensively, for the highly nervous child.

These chapters comprise Part II, "The Beginning of School Life," and "The Speech Class," wherein the teacher may see herself as others see her, and a third chapter, of about 50 pages, which gives a series of 61 exercises to be used at the teacher's (or parent's) discretion. Each exercise has its own directions; there are also instructions for giving the entire group. These exercises include games to relieve tension, or rhymes for inflection or clear articulation, or stories which may be retold or acted out.

These authors contend that the development of good speech begins at home, before the child enters school. For that reason the book seems to meet the needs of the parent more than of the teacher. But it is valuable to anyone connected with children, to anyone interested in the proper development of speech.

II. CHEMISTRY BOOKS FOR A HIGH-SCHOOL LIBRARY

NEIL E. GORDON

Director of Course for Training High-School Teachers of Chemistry
The Goucher College, Baltimore, Maryland

Many times, at the beginning of the school year, chemistry teachers are asked to suggest books for their library. Very few high schools will be able to have this number of chemistry books, hence the more desirable books are placed first in each list. The price has been given because many times there is a limit to the amount of money available for such use. The prices on books changed during the war, but they are brought down to date as far as possible. The list price is subject to discount for libraries.

ELEMENTARY INORGANIC CHEMISTRY

BROWNLEE and Others. *First Principles of Chemistry*. Allyn & Bacon, 1915. \$1.25.

McPHERSON and HENDERSON. *First Course in Chemistry*. Ginn & Co., 1915. \$1.40.

BLANCHARD and WADE. *Foundations of Chemistry*. American Book Co., 1914. \$1.25.

SMITH, A. *Elementary Chemistry*. Century Co., 1914. \$1.35.